|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Sort, classify and order objects and numbers in more than one way and by one and two attributes and describe the rule used. Use attributes such as size, shape, color, texture, orientation, position and use; and characteristics such as symmetry and congruence.(Includes TMM How Many Pockets, Today’s Number)  1.1.2.    Recognize, extend, and create repeating, growing, number; e.g., skip counting, odd/even, counting on by 10; and one and two attribute patterns. Describe the pattern and the rule used to make it.(Includes How Many Pockets, Today’s Number)  1.1.5. Analyze and describe observable changes in patterns using language that describes number characteristics and qualitative characteristics such as attributes, orientation and position.  1.3.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (Today’s Number, How Many Pockets? Quick Images)  2.1.1.    Locate, label, compare, and order whole numbers up to 1,000 using pictures, place value models, number lines, and benchmarks of 0, 10 and 100, including naming the number that is 10 or 100 more or less than a given number.(Includes How Many Pockets?)  2.1.2.    Represent whole numbers up to 1,000 by modeling and writing numbers in expanded forms, e.g., 37 = (3 x 10) + (7 x 1), and regrouped forms, e.g., (2 x 10) + (17 x 1) = 37, and use the forms to support computational strategies.(Includes Quick Images and How Many Pockets?)  2.1.3.    Represent multiplication and division (with factors of 1, 2, 5 and 10 ) using a variety of models and strategies such as arrays, pictures, skip counting, extending number patterns, and repeated addition and subtraction; describe the connection between multiplication and division.(Includes How Many Pockets? And What Time is it?)  2.2.11.    Skip count by twos, fives, tens and hundreds to 1,000 and beyond (What Time is it? Today’s Number. Quick Images)  2.2.13.    Create word problems and write and solve two- and three-digit number sentences that reflect contextual situations and real-world experiences involving addition and subtraction. Construct and solve open sentences, e.g., c + 5 = 11. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used.  2.2.14.    Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency.(Include Today’s Number and Quick Images)  2.2.18. Determine and compare the value of pennies, nickels, dimes, quarters and half dollars.  2.2.19. Count, compare and trade sets of pennines, dimes and dollars up to $10.00  **Ten Minute Math ONLY**  1.2.6. Model real-life situations that represent the addition and subtraction of whole numbers with objects, pictures, symbols and open sentences. (Quick Images, Today’s Number)  2.2.9.    Count on by tens from a given amount, e.g., 17, 27, 37, etc.(Today’s Number)  2.2.15.    Add two-digit numbers with and without regrouping. Subtract two-digit numbers without regrouping and with regrouping using models. (How Many Pockets?) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |